



MEMORANDUM

December 9, 2008

TO: Keith Bergthold, Interim Director
Planning and Development Department

FROM: David Stiglich, Project Manager
Planning Division

SUBJECT: RECONCILING VARIOUS DIRECTOR CLASSIFICATIONS REGARDING
VARIOUS KINDS OF SCHOOLS

During the past four to six weeks, there have been a number of inquiries as to in what zone districts a certain type of school may be permitted. If one is to review the Code and the list of Director Classifications that have been written, one finds themselves in a quandary: What kinds of schools are listed and in what districts? There is confusion and conflicts between the numerous Director Classifications that have been approved.

With few exceptions, this analysis uses the Memorandum written by then Deputy Director, Hubert St. John, dated April 20, 1984, and approved by Director George A. Kerber on April 23, 1984, as the basis for this reconciliation of the various director classifications, in order to conclude with a reasonable interpretation as to how all of these "Educational Services" may be implemented.

The classifications of the various Educational Services shall be as follows:

Vocational: Offering specialized commercial courses, but not academic training in; data processing, business, secretarial, banking, real estate, contractors, nursing, etc.

Trade: Offering specialized courses in the skilled trades, such as mechanics, carpentry, electrical, welding, sheet metal, etc.

Commercial: Offering specialized courses such as music, dancing, language, civil service testing, driving, karate, chess and modeling, etc.

No. 18. (10/10/73) Technical College curriculum: training in electronics, drafting, refrigeration & automotive.

City memo dated 10/25/73 states that a technical school is permitted in the C-4, and that education and training in the areas described above can be established in the C-6 and C-M Districts, but cannot be allowed in the C-5 District.

There is evidence of an earlier D.C., unknown date, for technical school in C-4 and C-M, and there is no conflict with #110A.

Therefore, Technical School, education and training in such fields as electronics, drafting, refrigeration permitted by right in the C-4, C-6, and C-M Districts.

No. 21. (8/6/74) Real Estate School. No specific curriculum described.

City memo dated 8/6/74 states that it may be located in an existing office building in the C-5 district.

#110A identifies real estate school as a Vocational School, which is permitted in the C-5.

Therefore, a real estate school is classified as a vocational school and permitted accordingly.

DAS:das/memo.to.

A vocational or trade school is a school which focuses on providing graduates with marketable skills. Common examples of trade schools include maritime academies, esthetician [colleges](#), culinary schools, [automotive](#) repair training programs, and training for medical technicians. After graduating from a trade school, an individual will be able to immediately enter the [job market](#) with his or her skills, and be able to receive a high rate of compensation.

Many programs for disadvantaged youth around the world encourage them to attend trade schools so that they will have a viable escape route from often less than ideal living situations. In some cases, youth are gathered together centrally in a supportive location which helps them pick out trade schools of interest and pursue an education. Because a trade school is less costly to attend, and provides graduates with immediately useful skills and sometimes job placement services, going to trade school is an option that many high school graduates consider in alternative to a college or university.

Many trade school programs are equivalent to college programs, and most of them last for a minimum of two years, but sometimes much longer. In a well run trade school, students will learn the basics of their trade and be able to practice it. In addition, most trade school educations offer [financial planning](#) advice along with courses in [business ethics](#) and workshops to acquaint students with the [legal](#) issues surrounding their chosen trade. After graduating, a student will be certified, and eligible to take any state administered tests which may pertain to his or her trade.

In some parts of the world, trade schools are associated with minimal education, but this is a misconception. While graduates of trade schools do not have the background that a [liberal arts](#) education provides, they are highly trained and skilled individuals who often receive well grounded educations in addition to their technical training. Admission to trade schools is rigorous, and most of them are accredited, just like colleges are, and subject to review to ensure that their curricula are strong.

For many students, the trade school environment is more supportive of their long term goals than a traditional college. Many trade schools receive assistance from the government so that they can offer [housing](#), childcare, nutrition education, and other options to disadvantaged students, usually for free or at a minimal price. Job placement services are often an important part of the offerings of a trade school, and staff follow up with their students to see how they are performing in the outside world after graduation.

Traditionally, a [vocational school](#), also known as [technical education](#), offered training in careers that require practical expertise. This includes specific trades such as [welding](#), blacksmithing, or mechanics, or more general education geared to the [retail](#) or beauty industry. Now, however, more and more vocational schools are now offering courses to cover [information technology](#) and the tourism industry. Other careers that are typical at a vocational school include plumbing, electricity, carpentry, professional locksmithing, floral [designer](#), and motorcycle repair technician. Other careers, which may not be so obvious, include medical transcription and medical insurance clerk, [home inspection](#), professional [bridal consultant](#), [veterinary assistant](#), and [hotel](#)/restaurant management.

In the United States, a vocational school is usually post-secondary, with classes being offered through [community colleges](#) or institutes of technology. In recent years, it has become standard for a vocational school to offer online certifications, especially in areas where practical experience is not essential. Many vocational schools are private. Although this is not typical, a vocational school can sometimes take the place of a traditional high school education. Courses such as wood and metal shop and home [economics](#) are a good example of vocational courses that are

sometimes taught in traditional high schools. Other schools, however, may focus more on this type of courses and less in traditional subjects.

A vocational school is sometimes the best way for an adult to reenter the labor market. [Adult education](#) programs, such as the Work Incentive Program (WIN) and the [Job Corps](#), are in place for unemployed adults that are currently in welfare and in need of an educational push before they can go out and find a new job. The U.S. Department of Education also provides [financial](#) aid for adults wishing to attend vocational school.

Technical schools provide training for specific job-related skills, often those related to machinery or equipment. Most technical schools offer programs that are two years or less. Some programs are designed so that a student can transfer, or articulate, earned credits to a 4-year college if he or she chooses.

The courses offered at technical schools vary, but many provide training in electronics, [information technology](#), drafting design, and healthcare and medical fields. A technical school teaches its students an actual skill, in addition to [theory](#). Most technical school programs maintain a workplace environment, as opposed to a traditional classroom environment, where attendance and professional behavior are mandatory.

Many technical school programs offer certificates upon completion. Tuition costs are usually less than those at most two or four year colleges, although at technical schools, a student will most likely need to purchase class materials and tools. An advantage of technical school training is the outlook for such skilled jobs, as fewer and fewer employees are trained in these fields. Additional areas of job training offered by technical schools include private investigation, culinary training, [cosmetology](#), [welding](#), [auto](#) mechanics, and other industrial fields. Arts, bartending, fashion design, [travel](#), and video gaming are also taught at some technical schools.

Some technical schools also offer bachelor degree programs in a limited number of fields. Online technical education programs are also available. If a student feels he or she might want to pursue additional education beyond a technical school program, it is important to ascertain early on whether the technical school has an articulation or transfer agreement with a college or colleges.

Instructors at technical schools may or may not have a college degree; however, all instructors have training in the particular field in which they teach. Many programs prepare students to take licensing or certification exams upon completion of the required courses. Students who lean toward technical training in high school might be able to accelerate their studies at a post-secondary technical school.

Depending on the job skill to be studied, traits that are important for students pursuing technical school training include good manual dexterity, eye-hand coordination, physical stamina, and strength. In other programs, students might need strong mechanical or analytical problem solving abilities or good measurement skills. For those who pursue health-related technical training, it is imperative that students have good [communication](#) skills and the ability to follow precise orders.

Director Classification for various Educational Services (Schools)

| No. | Title | Date | Zone District(s) | Listed: |
|---|--|----------------------|--|---------|
| 18 | School, Technical | 10/25/73 | C-6, C-M | BR |
| 21 | School, Real Estate | 10/25/73 | C-5, C-6 | BR |
| 28 | School, Karate | 07/01/76 | C-1, C-2, C-3, C-4, C-5, C-6, C-R, C-L, CC | BR |
| 29 | School, Vocational (auto repair, ag mechanics | 08/18/76 | C-M | BR |
| 32a | Vocational Training Center (void, see #29) | void | C-M | BR |
| 37 | School, Charm | 04/27/77 | C-1, C-2, C-3, C-4, C-5, C-6 | BR |
| 43 | School, Commercial | 09/01/77 | M-1-P, M-1, M-2 M-3 | BR |
| 81 | School, Commercial (i.e., modeling) | 12/03/81 | R-P, C-P | CUP |
| 82 | Vocational training facility, Limited Office | 12/04/81 11/04/93 | R-P, C-P | CUP |
| 96 | School, Private Professional | 03/09/83 | C-P | BR |
| 110A | Educational services: Commercial Schools (specialized courses in: music, dancing, language, civil service testing, driving, karate, charm and modeling, etc.) | 04/23/84 | C-3, C-4, C-5, C-6, C-M, M-1-P | BR |
| | Trade Schools (Skilled trades such as: mechanics, carpentry, electrical, welding, sheet metal, etc.) | | C-4, C-5, C-6, C-M, M-1-P, M-1, M-2, M-3 | BR |
| | Vocational Schools (Non-academic training: data processing, business, secretarial, banking, real estate, contractors, nursing, etc.) | | R-P | CUP |
| | | | C-P, C-4, C-5, C-6 | BR |
| 131 | School, Boxing | 10/16/86 | C-M | BR |
| 134 | School, Vocational (overrides #110A) | 04/07/87 | C-P | CUP |
| 153 | College, Private | 01/11/91 | R-1-C | CUP |
| The following director classifications have not yet been codified. | | | | |
| 159 | School, Adult | 06/25/91 | C-4 | BR |
| 166A | School, Professional Scuba Diving | 09/08/93 | C-P | CUP |
| 173 | School, Dance | 12/12/94 | M-1 | BR |
| 215 | College/University | 07/24/07 | C-M | BR |
| Unk | School, Technical | ??? | C-4, C-M | BR |
| Unk | School, Trade | ??? | C-4, C-M, M-1-P, M-1, M-2, M-3 | BR |
| Unk | School, Vocational | ??? | C-4 | BR |

STEP 1.

Reconciling Nos. 18, 21, 28, 29, 32a, 37, 43, 81, 82 and 96 with No. 110A which was an attempt to clarify the various types of educational services, or schools previously allowed: Effective 04/23/84.

- A. No. 18: Request from Fresno Technical College to add Technical School to the C-5 and/or C-6. Listed curriculum to include, training in electronics, drafting, refrigeration, and automotive, with future courses in business, welding and body and fender.

Current curriculum seems to be Vocational, and future curriculum seems to be Trade.

Using current curriculum, No. 18 is a Vocational School allowed in the C-6 and C-M by right.

No. 110A allows Vocational in the C-P, C-4, C-5 and C-6